



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

453 North 7th Street, Holbrook, AZ 86025

Holbrook Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Connie S. McPherson
Schedule : 07:30 AM to 04:30 PM
Grades : K-2
Web Address : www.holbrook.k12.az.us
Phone Number : (928) 524-6138
Fax Number : (928) 524-6998
E-mail : conniem@holbrook.k12.az.us

Mission

Promoting student success
academic excellence
responsibility and
knowledge through teachers and families working together.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Evaluated

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü 69% of all K-2 students enrolled on 10/1/2006 will reach 'Benchmark - At Grade Level' as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. DIBELS measures the five main areas associated with reading proficiency.
- ü Increase the percent of students who are at benchmark on the initial DIBELS assessment on Oct. 1, 2006 by 15% on the last assessment given in May 2007.
- ü Identify all English Language Learners, communicate this information appropriately, and secure strategies specific to those students to use in guiding each one to success with the English language as well as in all academic areas.
- ü Continued Mentoring of new teachers and implementation of DIBELS as a tool in assessing a student's level of reading skill. DIBELS is a research-based indicator of student reading development and a predictor of future proficiency.

Enrollment

October 1, 2005 School Year Student Enrollment : 284
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Full-day Kindergarten
- ü ESL instruction
- ü Reading Intervention Programs
- ü After School Tutorial
- ü Everyday Mathematics
- ü Write Tools
- ü Read Naturally
- ü Sound Partners

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

As a staff we will:
Communicate regularly with parents.
Provide instruction aligned with state standards.
Give our best effort.
Continuously expand your child's educational ability.
Expect high quality performance.
Teach, and respect, our highly diverse population.
Discipline with dignity.

Parents

As a parent I will be:
Responsible for the well - being of my child.
Contact the school with any concerns.
Work with the school so my child can gain full potential from the education experience.
Help teach responsible behavior to my child.
See that my child attends school daily.
Encourage daily reading and interactive activities and limit television
Stress the importance of doing your best to my child.
Set aside time each day for homework.

Transportation Policy

Bus routes cover approximately 1,875 square miles. Of the 26 routes, 11 go to the Navajo Reservation. Buses have cameras to monitor student behavior and bus monitors. Buses traveled 431,000 miles during the 2005-2006 school year and transported an average of 1118 students each day.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Exceeded 25,000 Book Reading Goal for the 2005-2006Year	2005
ü Character Counts Award Winners	2005
ü Students Met 10,000 book Reading Goal in Fall of 2005	2005

No AIMS test data found for this school.

No AIMS test data found for this school.

The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	51	NA	58	97	43	43	47	99	50	46	46
	Language	97	40	33	50	97	42	41	47	99	52	48	48
	Mathematics	94	57	56	64	97	50	47	50	99	54	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Park Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü School Safety Issues
- ü Instructional Strategies
- ü Curriculum Development
- ü Textbook Selection
- ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	1.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	5	0	0	0
10 or more years	5	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Library
- ü Computer Lab
- ü Gymnasium
- ü Music classroom

Extracurricular Activities

- ü Park Performers(Musical Group)
- ü Tutoring
- ü Evening Parental Involvement Activities
- ü Character Counts Club

Social Services

- ü Lunch Program
- ü Health Services
- ü Breakfast Program
- ü Counseling Services

Park Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The entire language arts and math curriculum have been rewritten to correspond to the new Arizona Academic Standards. Tests were given to monitor student achievement.
- ü Park school teachers maintain training in Dynamic Indicators of Early Literacy Skills (DIBELS) and use DIBELS Progress Monitoring materials. Additional training is offered each year for new and continuing teachers.
- ü Park School was labeled 'Highly Performing' as determined by AZLEARNs for the academic year 2005-2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff members are required to wear ID tags for identification. Parents must check students in/out of school during the day. All visitors must wear ID and check-in at the office. The playground is monitored in a proactive way. Inappropriate behavior is addressed immediately, and parents are notified. The District has developed a Crisis Plan with the assistance of the City of Holbrook and Navajo County. Fire Drills and Lock Downs are practiced throughout the school year

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Connie McPherson	(928) 524-6138
Transportation Policy	Carolee Dewitt	(928) 524-6192
Community Resources	Connie McPherson	(928) 524-6138
School Nutrition Programs	Sunny Obren	(928) 524-2815
Parent Organization	Fancy Tilman	(928) 524-6138
Student Health/Nurse	Stephanie Bifano	(928) 524-6138

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.